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ABSTRACT

A total of 122 state and 147 school district curriculum guides were obtained and analyzed for their coverage of specific subject areas in elementary and secondary schools. The dates of the guides ranged from 1961 to 1978. Analysis is provided of the state and district guides across all subject areas as well as within each subject area. The subject areas covered are: (1) the arts; (2) English, reading, and language arts; (3) mathematics; (4) physical education; (5) science and health; (6) social studies; (7) vocational/career education; and (8) general (not subject-area based) guides. Guides in two other subjects, foreign languages and interdisciplinary studies were provided from states in the sample. The framework for analyzing the curriculum guide characteristics included the categories of purpose and rationale, authorship, goals and objectives, materials, content, activities, evaluation, time, space, individualization, decision making, suggestive/prescriptive tone, and special features. Conclusions are stated dealing with inconsistencies in terminology and methodology, emphasis on cognitive attainments, differences in focus between state and district guides, and the function performed by the curriculum guides. (FG)

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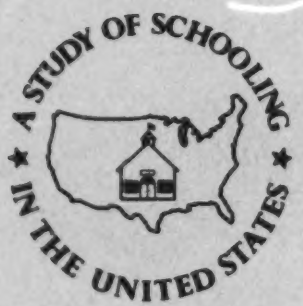

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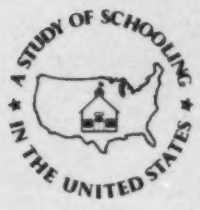

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STATE AND DISTRICT CURRICULUM GUIDES: ONE ASPECT OF THE FORMAL CURRICULUM

M. Frances Klein

Technical Report No. 9

1980

A Study of Schooling is based upon the assumption that improving schools requires knowing what is happening in and around them. A comprehensive data-base of contextual information was obtained from students, teachers, administrators, parents and observers at all grade levels in thirty-eight elementary and secondary purposively sampled schools. *It is strongly recommended that readers of any technical report in this series first read Technical Report No. 1 which outlines the details, scope and limitations of the Study as a whole.*

It must be understood that this series of technical reports does not constitute the Study. Some reports are highly specific "molecular" inquiries while others take a more "molar" view across data sources, schooling levels, etc. Some reports are more methodological in nature arising out of issues in data analysis. Many of the reports quite naturally overlap in data analysed and interpretations rendered. Some authors have approached their task as consisting mostly of data description with little discussion beyond the presentation of the data. Others have ventured further into the realm of interpretation and speculation. *It must be further understood that data-based inferences can and do differ among researchers who come at the data from differing points-of-view.* Authors, therefore, are duly acknowledged for each report and are responsible for the material presented therein.

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INTRODUCTION

The data reported in this technical report were collected as a part of the research data for the Study of Schooling, U.S.A. The decision was made early in the study to include an analysis of state and district curriculum guides as a part of the work on the formal curriculum. The analysis was to parallel other data collected to the extent this was possible. The decision to do this area of work in the study was made because of the prevalence of guides written on curriculum and instruction and because we believed it was an important and manageable aspect of the formal curriculum. Written curriculum guides are as much a part of the schooling scene as are school buildings, texts, teachers and students. They are a fixture of schooling. This fact certainly qualified curriculum guides as an important part of our study. In addition, it is our belief that guides are used as a professional and even legal statement of one aspect of formal curriculum. They are typically viewed as "official" documents by educators regardless of the amount of influence they may have on classroom practice. Finally, an in-depth analysis of a respectable number of guides appeared to be a manageable task for our limited resources. For these reasons and my own personal interest in them, the decision was made to include this effort in the study.

The initial contact for state documents was a letter to the state departments of each state in our sample from our curriculum specialist-librarian requesting copies of any guides written by the state and district and made available to schools with the intent of influencing curriculum and instruction. We excluded from our request any guides written by commercial publishing companies. For those states which did not reply, a second letter was sent again asking for documents within our areas of interest.

The site coordinators contacted the district office for local documents as well as any state publications they had. Requests by the site coordinators were followed by telephone requests to district officials by members of the research staff. Despite this concerted effort, the actual number of guides obtained was less than anticipated. The general impression we formed based on the informal responses to our requests was that the guides are not readily available for reference and use by teachers, and that it takes some searching for many of the guides to be located.

Another factor influencing the number of guides we obtained was their cost. Most of what we were sent was provided free of charge as a courtesy to our research efforts. With the budget limitations we did not purchase any guides even though we knew there were guides available which were of interest to us and related to our work. The number of guides we obtained seemed to be ample enough for us to have considerable confidence in our summaries and generalizations. This confidence increased as we got into our work and began to see the repetitiveness of most of the guides. The number of guides we analyzed, however, does constitute an important caveat for this report. The degree to which our sample of guides represents what is actually available, much less used, is unknown.

The number of guides analyzed by subject area and the range of dates of publication are presented in Table 1. No generalization should be make about the prevalence of guides in one curricular area over another since the extent to which our sample is representative is unknown.

We developed a framework for analysis of the guides which was comparable to the framework adopted for the curriculum component of the study. A copy of this framework may be found in the Appendix. In general, this framework was found to be applicable to most of the guides in our sample. The exceptions were primarily special guides with a very specific limited purpose. The

TABLE 1

Number of Guides Analyzed and Publication Date Ranges

	Total # Analyzed	State		District	
		#	Date Range (yrs)	#	Date Range (yrs)
Arts	23	10	1971-77(7)	13	1964-76(13
English/Reading	36	13	1963-77(15)	23	1968-78(11)
Foreign Language	6	6	1962-73(12)	0	- -
Math	21	11	1968-77(10)	10	1972-77(6)
P.E.	13	9	1969-78(10)	4	1968-77(10)
Science	56	30	1961-78(18)	26	1968-77(10)
Social Studies	49	21	1963-78(16)	28	1968-77(10)
Voc./Career Ed.	33	15	1971-77(7)	18	1964-77(14)
General	30	7	1968-77(10)	23	1973-77(5)
Interdiciplinary	2	0	- -	2	1974(1)
TOTALS	269	122		147	

terms used in the framework had the same definitions as for all aspects of the curriculum study. When a guide used these terms with a different meaning, a note was made of the discrepancy. The only change in the analysis framework which was made was the combining of activities with methodology. In many guides, no distinction was made between these two elements, so they were combined. When a distinction was made, they were handled separately in the analysis.

The typical analysis procedure was to read the guide looking for statements relating to each of the categories listed.* Whenever possible, we recorded the exact wording in the guide; sometimes we condensed the discussions still remaining as close to the original wording as we could. We did as little interpretation as possible at this stage. When the analyses were completed, I began summarizing the data at various levels. These summaries are presented in this report in the following order: general summary over all guides, summary of state guides across all subject areas, summary of state guides for each subject area, summary of district guides across all subject areas, and summary of district guides for each subject areas. The reader should recognize clearly that the interpretive comments and conclusions are those of the author. A final caveat needs to be made about the data in this report. It is not a statement about the formal curriculum of our schools. The data here are only one part of many other sources of the formal curriculum as we have defined it. This distinction should be kept clearly in mind when reading this report.

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*The author wishes to acknowledge the assistance of Brenda Lewis for her competent efforts in the analysis of these documents.

Conclusions and Interpretive Comments

The curriculum guides analyzed were produced with the intent of influencing classroom practice. Several approaches were common: providing ideas for classroom practice and objectives for teachers, specifying content, updating trends, interpreting state laws, policies, and requirements. They were usually written by committees composed of professional educators in a variety of positions. Teachers were often involved in the production but students, parents, lay persons and other professional people were not commonly involved.

Some guides reflected the confusion in the field as to what is a goal, an objective, a performance objective, content and an activity. At times it was apparent that little distinction and consistent treatment had been given these terms within a single guide.

Another source of inconsistency found in a few guides was not exemplifying the advice they contained. For example, one guide recommended using Mager's format for stating objectives and yet the examples of objectives included did not use this format. Another guide was written with one purpose of helping teachers select "good" materials and yet did not really address this process.

Most guides emphasized behaviorism in their treatment of goals and objectives and this curricular element was one of the most extensively developed in all guides. On occasion, there would be goals or objectives for teachers included, but not necessarily differentiated from goals and objectives for students.

Many guides (more district ones than states) had some discussion on materials. Of those guides which included a discussion on this element, most referred to very specific materials or sources of materials. Some

district guides were specific enough to refer to pages in a text and correlate materials with them. Only a few tried to help teachers in the selection process.

Content was usually extensively treated in the guides, although not always differentiated from objectives and activities. Treatment ranged from broad topics and generalizations to very specific items such as words in foreign languages and jump rope jingles. Content was usually treated on a broad level of content areas, topics, concepts or generalizations. These usually reflected a traditional definition of the disciplines which strongly suggests that subject matter continues to be the primary basis of the curriculum. Students as a data source for the curriculum was virtually never mentioned and society was certainly far less prevalently reflected than the disciplines.

Activities/methodology was the other curricular element which was prevalent in the guides and most were very specific in the discussions. Sometimes these were related directly to specific objectives and more rarely to specific evaluation procedures. Few guides separated methodology for teachers as a distinct curricular element from a discussion of activities for students.

All other elements identified in the framework for analysis of the guides were less extensively treated than the preceding four. Most discussion of evaluation tended to focus on student evaluation and emphasized testing. Some districts guides expressly stated that they could be used in evaluating certificated personnel, but this was not a dominant trend.

Time was usually dealt with as specific allocations per subject areas, but many guides had no discussion on this element. Space had even less discussion and what did appear tended to be broad recommendations and only briefly mentioned.

Individualization was also a "neglected" element largely and when a discussion of it occurred, it was usually an exhortation or recommendation that it be done with no specific help to teachers to accomplish it. Occasionally it seemed to be recommended as a convenience for the teachers rather than to foster learning.

Many curricular guides were written as suggestions and helps to the teacher, but some were of a more prescriptive nature. The prescriptive ones often took the form of terminal or minimal objectives which all students were expected to achieve.

There were some attempts to get feedback regarding the guides and these were localized to a few districts or states. Most guides did not encourage this nor seem to expect to receive any comments about the ideas contained in them.

District guides tended to be more specific in their treatment of curricular elements. State guides tended to be more "philosophical" in their treatment and have a broader approach to each element included.

The "life expectancy" of guides seems to be somewhere around ten years. Most of the guides analyzed were published in the late 60's or 70's. A few guides were sent with publication dates in the early 60's.

In general, all guides had a predominantly cognitive emphasis. It was a rare guide which heavily emphasized the affective domain. The psychomotor domain was clearly in evidence in Reading, Vocational Education and Physical Education guides, but few other subject areas had any objectives, content or activities intended to develop primarily psychomotor skills. Although many guides had aims, goals or objectives, which clearly

were in the affective domain, any discussion or development of goals in detail usually emphasized the cognitive.

Teachers are provided relatively little help in planning curricula in a comprehensive, systematic way through curriculum guides. Few guides addressed themselves to the process of curriculum development and most discussed only a few of all those curricular elements which contribute to the overall curriculum plan. I wonder, then, about where teachers find help (if at all) in curriculum planning at the instructional level.

It would seem that the guides probably function to perpetuate the status quo and the dominant trends in schooling. There was very little written, for example, from the reconceptualist view of curriculum and there is little reflected from the humanistic theory of learning. The predominant view of curriculum reflected in the guides is behavioristic and traditional in the assumptions about the roles of the teacher and students. Teachers would not be helped to implement innovations by using curriculum guides, but would rather be helped in doing more of the same, but hopefully in an improved fashion.

The question of what functions these guides really serve certainly comes to mind as I reflect on all the analyses. Are the ideas for teachers a real source of additional possibilities for classroom practice or are they repetitive or simply more of the same ideas which could be gleaned from textbooks and other commercial materials? Do teachers need reminders to evaluate and individualize their curricula as the guides are likely to do or do they need far more practical help in how to do it? Would some other type of guide be more helpful to teachers--an in-depth analysis of available commercial programs, for example?

The legitimacy of these questions could be heightened by the oftenheard replies to our request for copies of curriculum guides available in their state and district. "Oh yes, I think we have some;" "I'll look for them in my closet" and the benign neglect of our request for them typify the attitude many in our sample seem to have toward curriculum guides. Other data in our study support this position. Neither district nor state guides were reported to have high influence on what they teach by the teachers in our sample.* The guides were always reported to be of moderate and low influence by teachers (more often moderate than low). For several reasons probably, curriculum guides are not seen by teachers to be a valuable source to use for improving classroom practice.

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*These data are reported in A Study of Schooling Technical Report No. 15, "Teacher Perceived Sources of Influence on What is Taught in Subject Areas" by M. Frances Klein.

SUMMARY OF ALL GUIDES

Why Written. Guides were written to assist local districts or teachers in curriculum development. They provided teaching ideas, background information about content and legal requirements, updated trends, bases for evaluating certificated personnel (5 district), recommended sequences and guidelines for programs and courses and resources for use in teacher education programs at universities (1 state).

Who Wrote Them? Fourteen guides indicated single authorship (7 state, 7 district). One hundred six were written by committees involving teachers (39S, 67D). Three guides (1S, 2D) mentioned involvement of students. Five guides (2S, 3D) specifically mentioned involvement of parents and/or lay community. Eight guides (all S) combined educators and groups outside of education. Two state guides were written by non-educators. Forty-eight guides had nothing about the writers, or the positions of the authors were not given.

Goals and Objectives. Forty-one guides had nothing about goals/objectives (21S, 20D). Fifty-four (30S, 24D) had primarily broad goals. Eighty-six (53D, 33S) had primarily behavioral/performance objectives. Ninety-one guides (35S, 56D) had both broad goals and behavioral/performance objectives. There was considerable variation in the form used to state goals/objectives at both levels. For example, there was apparent confusion over performance objectives and activities. Is "Discuss Effects of Criminality" an objective or activity? Some lists mixed objectives for students with strictly teacher objectives. A variety of elements by our definitions was sometimes labeled as objectives - skills, topics, behaviors, materials, activities and grouping appeared singly and yet were labeled

objectives. A few guides even varied in their internal treatment of goals and objectives from section to section.

Materials. Ninety-one guides (50S, 41D) had nothing on materials even though 1 of these had as a purpose to help districts develop them. One hundred forty-four (49S, 95D) referred to very specific materials. Two of these had a section on how to select materials. Some references were so specific as to refer to pages in a text. Twelve guides (8S, 4D) recommended a specific category such as manipulatives or broad categories of materials to be used. Four (all state) emphasized how to select materials. Four (all state) contained sections on where to obtain materials. Thirteen guides (7S, 6D) had only broad recommendations, guidelines for or general references to materials.

Content. Thirty-eight guides had nothing on content. One hundred five had content as broad areas of the subject for content - spelling, grammar, singing and listening. Seventy-two guides had strands, topics, concepts and generalizations such as electricity, probability and interpersonal relations.

Seven had very specific content named such as jump rope jingles and Chinese characters. Eleven identified skills and one gave processes such as classifying and processing information. Seven had content indirectly such as in a pretest or tied into objectives. Two had a very broad focus such as physical fitness. Four contained criteria for selecting content. One had a section on concept development; one used the affective taxonomy as content and one had an unusual variety of content ranging from mass media to skills to specific terminology.

Activities. Seventy-nine guides had nothing on activities/methodology. One guide is not accounted for in the tally on this element. One hundred

twenty-six guides had specific activities. Some of these were keyed directly to objectives or the content specified. One of these referred to three models of teaching, one discussed the unit method of teaching and one outlined the Tyler rationale. Forty-five discussed broad categories such as questioning, field trips or the use of manipulatives. Six guides mentioned this element only very broadly and in no detail. Four indicated no clarity between activities or objectives; each one being labeled as the other. An example of this is "Discuss the Effects of Criminality" being given as an objective. Two guides had criteria for activities. One guide referred to a specific text for activities; one used a systems approach to reading as the basis for this element; one had references to teacher questioning; one had guidelines for inquiry and one had an appendix on the teaching of listening lessons.

Evaluation. One hundred thirty-three guides had nothing on evaluation. Fifty-eight recommended specific procedures, tests or test items. Many of these tended to emphasize testing as evaluation. Three of them had evaluation procedures recommended for every objective; one had cautions about standardized tests and one had procedures for self-evaluation. Eight of them had procedures other than testing. Fifty-five had broad references to evaluation with limited or no specifics. Examples of this approach were references to evaluating teacher strengths and weaknesses, correlating objectives with evaluation, broad guidelines and discussing three broad, but different, approaches. Ten guides recommended a procedure, but contained little else--evaluation of student projects and guidelines for developing tests, for example. Two only suggested that evaluation must be done; one explicitly stated what is done is up to the teacher. One

recommended the use of standardized tests. Three mentioned the task of grading. Occasionally even within the same guide there was inconsistency in the ways in which evaluation would be treated.

Time. Seventy-four guides had specific recommendations or requirements about time. These often were specific allocations of minutes per week or number of sessions per subject area. More than twice as many district guides had these as state guides (22S and 52D). Seven had broad references to time such as flexible use, use of modular scheduling, release time for teachers and the use of time was up to the teacher. One hundred eighty-six had nothing on time.

Space. Two hundred thirty-seven guides had nothing on space (101S and 136D). Twenty-five (21S and 4D) had broad references or recommendations regarding space for programs. Seven guides (1S and 6D) identified or discussed specific kinds of space needed; for example, using museums and the need for math labs. One district guide had guidelines for using space.

Individualization. Two hundred guides had nothing on individualization (93S and 107D). Fifty-seven (24S and 33D) had broad references to the need to individualize or to the value of individualization, but provided no assistance or ideas on how to do this. Eight guides (4S and 4D) identified or gave some specific help in ways to individualize. Two district guides had broad guidelines to help teachers individualize their programs.

Decision-Making. One hundred eighteen guides (31S and 87D) had nothing or were unclear about the element of decision-making. One hundred forty-three (87S and 57D) explicitly or strongly suggested that decision-making ought to occur at the local level. Nine (4S and 5D) suggested a more centralized locus of decision-making, often by prescribing minimal objectives.

Suggestive-Prescriptive. One hundred sixty-three guides (90S and 73D) seemed to be suggestive in their ideas and thirty-eight (16S and 22D) were more prescriptive in their tone. Sixty-eight (16S and 52D) were difficult to judge on this dimension.

Special Features. A variety of unique features was contained in the guides with only 4 areas of overlap between state and district guides. Sixteen guides (13S and 3D) had a section on background information or updated content for the teacher. Twelve guides (1S and 11D) had a section on correlating the guide with a specific text, either by indicating how objectives in the guides can be achieved in certain pages of a text or by suggesting activities correlated to the text. Three guides (1S and 2D) reported new trends within the subject area and two (1S and 1D) discussed the roles of key people in the program. For identification of other unique features in either state or district guides, see the general summary sheets on this.

SUMMARY OF STATE GUIDES ACROSS ALL SUBJECT AREAS

122 Guides Analyzed

All of the guides were written to help the local districts or teachers in some way. Some typical ways were to indicate minimum performance standards from the state, communicate state goals or terminal objectives; interpret state laws for practice implications; outline a good program and the contributions the subject area can make to the education of students, provide information regarding the subject area; update societal and educational trends and educational practices; and provide an array of resources (materials, activities, objectives). One guide explicitly stated that it should be used in teacher education programs at universities also.

Twenty-seven of the guides were written primarily by state department people. Approximately 7 of these were by single authors. Thirty-nine were written by an array of people, usually including state and district personnel, teachers and sometimes professors. One of these acknowledged the help of students in producing it. Six guides were written primarily by teachers, sometimes with the assistance of others. Six guides were written primarily by two or more state agencies sometimes in combination with other professional groups. Six were written primarily by university professors; two with the help of teachers. Two were written by professional people outside of education; two by state advisory committees (usually an array of positions represented); one by a group of vocational educators; one by college, education service center and public school personnel; one by local district personnel without the assistance of state help and one by state and district personnel without any teachers. For 15 guides, there was no indication of who wrote them and three gave no indication of the positions of the writers.

Thirty of the guides emphasized primarily broad goal statements which were both content-based and content-area free. One related to adult competencies expected from the schools. There was considerable variation in the form used to state goals among the guides. One suggested confusion over what is a performance objective and an activity and not all goals focused on student outcomes. Thirty-three guides had primarily behavioral or performance objectives. Only about 5 of them had a relatively broad focus; most were quite specific. Thirty-five had a combination of goals and behavioral performance objectives. Two only stated the need for districts or teachers to have them. Twenty-one guides had nothing on goals or objectives.

Fifty guides had nothing on materials. One of these briefly mentioned materials in passing and one had nothing on it even though the purpose of the publication was to help districts develop suitable ones. Forty-nine guides mentioned specific materials and 2 of these included a section on how to select materials. Five of these also included materials for teachers and students and related them to objectives and activities. Seven guides recommended broad categories of materials and two referred only to one broad category (manipulatives or the text in adoption). Four emphasized how to select materials and four listed resources and where to obtain materials. Seven simply recommended a broad range or providing adequate materials and one actually included materials for use with students. One referred to their importance.

Forty-four guides had broad areas of the subject for content such as moving, singing and listening in music. Thirty had strands, topics or concepts such as electricity or probability. One of these included criteria for selecting content. Seven had very specific content listed

such as the history of legal holidays, jump rope jingles and Chinese language characters. Four used skills such as reading and music skills and three used broad understandings and generalizations. Three included content somewhat indirectly such as through the pretests for objectives and to illustrate how reading skills are used in math. Two used a very broad focus such as physical fitness and self-awareness. One used processes such as classifying and processing information. Two only gave guidelines for selecting content. Fourteen guides had nothing about content.

Seventy of the guides presented activities/methodology in some detail. One of these discussed 3 models of teaching and two related activities explicitly to the objectives. One also had an extensive discussion on strategies for career education and one recommended the unit method of teaching and summarized the Tyler rationale. Fourteen had references to broad categories of activities/methodology, but no details. Five mentioned this element peripherally and only on a very broad scale. One mentioned this only in relation to a discussion of a math lab. Two gave criteria or recommendations for activities and two had skills listed which were so specific they clearly suggested activities. One guide discussed "instructional strategies", but these could more accurately be labeled objectives, materials, evaluation and individualization. Twenty-eight guides had nothing on this element and 1 guide is missing in the total tally.

Fifty guides did not deal with the element of evaluation. Twenty-seven contained specific procedures, tests or test items to be used in evaluation. Three of these had evaluation suggestions for every objective and two had evaluation suggestions for only selected objectives. One of

these cautioned about the dangers of standardized tests. One of these specifically dealt with self-evaluation. Within these 27 guides, there were varying levels of specificity and the type of help given. Thirty-nine guides had broad references, approaches or guidelines for evaluation. For example, one guide included evaluation of teacher strengths and weaknesses; one cited the need for criterion-referenced tests; some suggested that evaluation procedures should be tied to objectives, some suggested general types of procedures and instruments needed; one had guidelines for program evaluation; one mentioned the need for self-evaluation and for evaluation of instruction and resources and one cited only the need to evaluate.

Ninety-four guides did not mention time. Twenty-two had specific references to it such as time allocations in minutes per week; sessions per topic, years for the program and a calendar of events. Five guides had general references to time: varying the emphasis at different levels of schooling, no minimal or maximum time allocations to achieve the objectives, the need for flexible use of time, release time for teachers and modular scheduling.

One hundred and one guides had nothing about space. Twenty-one had broad references to it such as the need for a math lab, adequate storage, adequate facilities, and use of community resources. One guide only had an extensive discussion of needed space for a physical education program.

Ninety-three guides had nothing on individualization. Twenty-four guides had broad, limited references to it, but provided no real assistance in how to do it. Examples of how individualization was treated by these guides include ideas for grouping, citing the need to individualize, suggesting organizational patterns for the classroom, identifying the need for individual development and discussions of advanced placement.

Four guides had more extensive discussion of this element such as individualization according to time, content, and mode of teaching and using objectives as a continuum of development.

Eighty-seven guides either explicitly or implicitly recognized local decision-making regarding the curriculum. Four guides suggested a more centralized process of decision-making, generally by setting forth minimal objectives. Thirty-one had nothing on this element.

Ninety guides were primarily suggestive in their treatment and sixteen were more prescriptive. Sixteen were difficult to judge on this element.

There was considerable variety in special features of the guides. Thirteen guides contained sections on special additional resources within the subject areas and thirteen provided additional content within subject areas such as glossaries and background information. Twelve guides had principles or guidelines for developing programs. Nine discussed integration of content or other aspects regarding organization or curricula or the school. Seven had special provisions for emphasizing the need for local decision-making. Five presented a philosophy or rationale for the program or subject area. Two guides had recommendations about inservice programs and two contained special sections on possible future careers in math for students. Two presented minimal competencies for teachers. One each had sections on the following: approved courses and graduation standards, readiness, new trends, special timeline for implementing a metrics program, laboratory components in science courses, a crosstab between texts and objectives indicating which texts could be used to meet which objectives, needs assessment, and the roles of administrators and supervisors in foreign language programs.

SUMMARY OF STATE GUIDES BY SUBJECT AREA

The Arts

10 Guides 1971-1977

3 - K-12
2 - Elementary
2 - Primary
1 - Upper Elementary (3-5)
1 - High School (7-12)
1 - Not Indicated

All guides were written to assist school districts or teachers in developing their programs by: providing a resource unit, presenting objectives, establishing minimum program objectives, providing help, preparing their own curriculum guides by presenting a model for planning effective programs, updating content and conduct of art programs; identifying the contributions of art and music to education and by providing a "bank" of objectives, activities, and resources to make withdrawals from. One guide was intended to be used also in teacher education institutions.

Four guides were developed by a group with wide representation: state department personnel, teacher and district personnel. Two guides were written by teachers under the auspices of the state department. Three guides only indicated representatives of public and private schools, colleges and universities. One guide was written by a specialist in the state department.

One guide had only broad goals stated: self-fulfillment, improving the social order and transmitting the cultural heritage. Each of these then had two broad goals for art education. Seven guides had both broad goals or program objectives and behavioral objectives. Objectives usually were behavioral and of the performance type--observable and measurable. All three domains were usually included. One guide had only behavioral objectives. One guide did not mention objectives or goals.

Four guides did not include materials. Two guides included specific materials. Four guides mentioned broad categories of materials. Two of these had state guidelines spelling out adequate materials and stating the expectation that each child will have access to the current text. One guide did not include materials even though its stated purpose was to help local districts develop suitable ones.

Five guides had broad subject areas for content: singing, moving, listening. One of these also included art concepts such as shape, line and form and one had content which resembled objectives in broad content areas. Two had content as musical behaviors: listening and performance skills, etc. One guide divided content into 6 areas: personal expression, personal response, and understanding how societies use art expression, for example. One guide had content as music elements: sound, quality, timbre, etc. One guide did not include content.

Four guides included discussions of broad categories of activities/ methodology or specific ones, but in no detail. Two included activities/ methodology in some detail and one of these had an appendix with a reference section for art instruction. One guide mentioned the need for regularly planned and sequential lessons, and recommended use of diverse teaching strategies. Three guides had nothing on this element.

Two guides included names of tests or the specific tests to be used to evaluate progress toward objectives; one of these cautions about the dangers of standardized tests which are given. Three cited the need to evaluate to determine if students are achieving the objectives. Three guides had suggestions for evaluating or monitoring every objective. One guide identified the need to evaluate instruction and resources,

discussed self-evaluation and included an evaluation sheet for districts to use. One guide did not mention evaluation.

One guide stated there were no maximum or minimum time allowances (to achieve objectives of program). Two guides referred to a state guideline of a minimum of 120 min/week for lower and upper elementary years. Two guides recommended flexible use of time; one of these recommended release time for teachers to increase effectiveness (art guide). Other one suggested modular scheduling and that music should be a part of the curriculum for every student in grades 7-12. Five guides did not include time.

Seven guides did not mention space. Two guides cited state guidelines which spelled out that adequate facilities must exist. One emphasized the use of community resources and studio experiences at school.

Seven guides did not mention individualization. Two guides stated that programs need to be individualized and recommended special activities or programs for the academically talented. One guide gave a recommended group size for each activity (many of these included).

Eight guides implicitly or explicitly recognized decision-making at the local level. Two guides showed little flexibility in this since they spelled out minimal objectives.

Five guides were suggestive in tone even though minimal objectives were defined in two of them. Four were quite prescriptive by stating minimal objectives and one guide recommended flexibility, but was tied to state terminal objectives.

As special features, one guide had a glossary of art terms; one discussed the organization of the curriculum, sequential development of each component and had a special section on interdisciplinary studies;

one listed minimum standards of teacher competence, guiding principles for developing a music program and recommended a bureau of consultants for elementary music inservice training. One guide had a bibliography of special readings, sources of materials and a glossary of terms. Another guide had provisions for the district to place objectives at its own discretion and had songs, patterns, notations, bibliography of resources and discography. One had characteristics of a good lesson plan and suggestions for organizing the art program by emphasizing various thrusts in the program. Two guides contained state guidelines for music education.

English/Reading/Language Arts

13 Guides 1963-1977	5 - K-12
(One was a bilingual-ESL guide.)	2 - K or 1-6
	1 - 7-12
	3 - K-3
	2 - 4-6

All guides were written to help local districts or teachers by: complying with state laws, outlining a plan of action for developing reading programs, identifying the skills to be developed by grade level, suggesting "starter" goals, reflecting the best of recent scholarship and establishing guidelines in keeping with research, scholarship and changed conditions in society and public education, and by giving a structure of the content area and characteristics of a good reading program with some focus on the individual.

Three guides were not clear on who produced them. Two guides were prepared only by state department personnel, one by one person and one by two people. Three guides were developed with the help of teachers, local district personnel and teacher educators. Four were developed by teachers and administrators from local districts along with state department personnel. One guide was developed by college, education service center and public school personnel.

One guide contained broad goals for education with a bilingual focus. Seven guides listed goals and specific behavioral objectives under the goals (often reading skills). One guide had goals relating to adult competencies. Two guides had only behavioral objectives, one at a state-wide level in the appendix. Two guides did not contain goals or objectives.

Four guides did not mention materials. Two guides gave broad criteria for selecting materials. One guide stated that materials should be adequate and carefully chosen. One guide mentioned the need for variety. Five

guides mentioned specific materials for use in relation to objectives and activities; both for teachers and students.

Twelve guides defined content in terms of content areas or as skills within broad content areas. One guide did not mention content.

Five guides suggested broad categories of activities; two of these did not discuss them per se, but the skills included were specific enough as to clearly suggest activities. Five guides had pages of suggested activities spelled out in some detail. Three guides did not deal with this element.

Six guides dealt with evaluation on a broad level; identifying types, involving students, teachers, administrators and parents in developing strategies, and recommending continuous evaluation. Five guides suggested specific monitoring procedures with a range of activities including tests and interests and attitudes of students. One of these encouraged student self-evaluation and one had an evaluation checklist for teachers. Two guides did not mention evaluation.

Ten guides did not mention time. Three had specific recommended time allocations.

Eleven guides did not mention space. Two contained a statement regarding the need for adequate facilities or a brief description of space needed.

Eight guides mentioned individualization at a broad level, but no specific help. One of these suggested a variety of groupings, one discussed advanced placement, remedial and enrichment work. Five guides did not mention this element.

The guides implicitly or explicitly recognized local decision making; three were unclear on this. Ten were suggestive and two were prescriptive as inferred from their titles. One was difficult to judge.

As special features, one guide had sections on organizing the school, roles of the administrator, reading consultant, special reading teacher and classroom teacher, reading readiness, and interrelationships for teachers. One had a crosstab of textbooks by objectives. One provided space for recording district information; two had a format to encourage districts to personalize the guides. One correlated materials on environmental education, career education, and the use of newspapers in the classroom. One guide had a section on suggested procedures for curriculum study and improvement and a district self-evaluation guide for the K-12 program. One had a philosophical discussion on students, process and content. One had a section on staff development in relation to reading, a section on reading in the content areas and a section on English and other languages and dialects. One had a section on needs assessment.

Foreign Languages

6 Guides 1962-1973

1 - No Grade Indicated
2 - K-12
1 - 6-12 Grades
1 - 3-8 Grades
1 - 1-6 Grades

The purposes of the guides were to present a level of minimal achievement to help districts or teachers in improving their programs.

One guide was written by state department personnel. One only stated that teachers and others had input to the state advisory committee. One was written by professors; two by teachers and specialists throughout the state and one by an advisory committee consisting of representatives of local districts and universities.

One guide had six broad behavioral goals. Four guides had goals and objectives in the four areas of speaking, listening, reading and writing, as well as knowledge and appreciation of native culture. One of these had examples of instructional objectives. One guide had objectives only divided into basic skills, career and the affective domain.

Two guides had nothing about materials. One had a bibliography of references and two recommended a wide range of materials and the use of A.V. In addition, three guides recommended a language lab which implied certain kinds of materials.

Three guides did not deal specifically with content, except as it appeared in objectives. Two defined it as speaking, listening, reading and writing. One defined a sequence under the headings of morphemes, vocabulary items and characters (Chinese I).

One guide had nothing on activities/methodology. One had a discussion of techniques for the teacher. Two emphasized activities and two emphasized methodology (certain ways to conduct pattern drills).

Two guides did not mention evaluation. One emphasized the use of clearly stated objectives as a guide to evaluation and then stated that the teacher's experience is the most accurate guideline. One had sample test items for each language. Two discussed the need for evaluation and focused primarily on testing. One of these had examples of various kinds of tests.

Three guides did not mention time. Two had recommended time allocations; one of these recommended shorter periods of time for beginning students. One cited state guidelines recommending that districts should offer a minimum of four years in each language: begin in the elementary years and stay with one language.

Two guides had nothing on space. Three mentioned the desirability of language labs. One emphasized that space must permit presentation of dialogues, skits, etc. and stated that labs and classrooms should be close to each other and away from street noise.

Only one guide mentioned individualization and said only that individual differences must be accommodated.

Five guides suggested local decision-making and one did not deal with it. Five were suggestive and one was prescriptive in that minimal levels of objectives were prescribed for all students.

As special features, one guide contained specific vocabulary considered minimum for beginning stages, and one had sections on correlating foreign languages with other curricular areas, teacher preparation and certification and setting up a program. One emphasized program development and "sells" behavioral objectives. It also had a section on professional growth and appendices on tests, guidelines for evaluating materials and programs, selected references and legal provisions for foreign language instruction.

Two had discussions on the place of supervisors, administrators, etc. in foreign language programs.

Mathematics

11 Guides 1968-1977

1 - K-12
1 - No Level Specified
3 - Primary Grades
2 - Upper Elementary
1 - 11 & 12 Grades
1 - K-8
1 - K-9
1 - 9-12

All guides were developed to assist or inform local districts or teachers in aspects of their program development: inform them of minimal competencies, outline approved state content, summarize characteristics of effective math program for kindergartens, one to provide a broad sweep of the math program, one to explain mechanics of reading in math and to encourage teachers of different disciplines to work together to solve problems and to provide a base for developing goals and objectives and select materials.

Two guides were written only by state department personnel; one by one person and the other by three. Eight guides had an array of people included: district and state personnel, teachers, and four of these included university professors. One guide was written by leading math educators throughout the state, but specific positions were not identified.

Four guides had both broad goals and more specific behavioral objectives; all of these had process and outcome goals and two had knowledge, process and value objectives. Three guides had primarily behavioral (performance) objectives, although two of these were on a rather broad level. Three guides had broad goals only (one mixed characteristics of good programs with student outcomes.) One guide had nothing on this element.

Six guides named specific materials for use. Two of these had a section on how to select materials. Two guides cited the need for more materials than the text and named broad categories, one mentioned the need for manipulative materials, and two guides did not mention materials.

Ten guides had similar content--strands, topics or concepts (whole numbers, measurement, etc.). One guide used content only to explain the reading process in math.

Seven guides mentioned activities/methodology in some detail; two related them to specific objectives. One guide had broad suggestions about what activities should emphasize, but named none. One guide suggested methodology in relation to a math lab. One simply stated that activities at an early age should provide for involvement with physical objects in their environment and gave criteria for evaluating materials. One guide had nothing on this element.

Two guides suggested specific monitoring activities for evaluation in relation to some, but not all, objectives (included tests and observations). Six guides had broad references to evaluation: need for data for accountability, decision-making and planning, cited the need for criterion referenced tests (teacher made or commercial), a broad approach to evaluating objectives (cognitive and affective), the suggestion to assess teacher strengths and weaknesses, process should be conducted in relation to objectives, diagnosis and individualization of skills, understandings, interests and attitudes and suggested a cyclical approach for teachers to use. Three guides did not mention evaluation.

No guide referred to time.

Only one guide mentioned space and it simply mentioned a math lab.

Four guides had nothing on individualization. Two guides mentioned group sizes as a way to individualize, but this seemed to emphasize convenience for teachers more than benefits to students. Two guides suggested individualization in time, content and mode and both emphasized the need for alternative programs. One guide had objectives as a continuum ather than as a graded sequence and had forms for recording individual progress. Two guides mentioned the need to individualize through activities and evaluation.

Eight guides clearly recognized or implied local decision-making. One guide requested feedback for revision but still communicated little room for local decision-making. Two guides had nothing on this element.

Eight guides were suggestive; one was prescriptive (minimal objectives). Two guides had nothing on it.

Two guides had as special features a page on career education in math. One of these also had graduation requirements and approved courses. One had a section on factors affecting readiness, ways to assess it and readings for teachers. Two recommended on-going inservice program and suggested topics and activities. One had a section on new trends at the secondary level, a timeline for implementing metrics and criteria for evaluating materials (included in materials section too).

Physical Education

9 Guides 1969-1978

2 - K-12
1 - K-9
4 - Elementary
1 - Secondary
1 - 4-9 Years of Age

All of the guides were written to help local districts or teachers by: providing a minimum foundation for a quality program using objectives as guidelines and resource materials, suggesting contributions of P.E., stating how minimal performance objectives contributed to building better programs, describing specific activities, and outlining what goes into a good program. One guide cited JFK's "need to change the physical habits of millions of Americans" as the rationale and another cited state goals.

Four guides were written by one consultant at the state department and one was written by state department personnel. One guide was written by teachers, administrators and state personnel. Two guides were written by district administrators, teachers and college personnel. One of these also named state department personnel and two county supervisors of P.E.. One guide did not indicate who wrote it.

Four guides contained broad goals; one of these confused performance objectives with activities. One guide had general objectives, spelling out areas of content and very specific objectives as minimal competencies by levels--3rd, 6th and 9th grades. Four guides did not contain goals or objectives.

Three guides mentioned specific materials for the activities included. One guide mentioned the need for an adequate collection of materials along with a suggested list. One guide had guidelines and standards for facilities and equipment and one had an appendix of A-V materials, suppliers of equip-

ment and supplies and a list of manipulative materials for movement education. Three guides had nothing about materials.

Five guides dealt with content as areas of content in P.E. (gymnastics, aquatics, stunts, individual sports for example) and one had lists of skills. Two had broad topics for content such as direction, intensity, patterns, rhythm and dexterity. One guide was very specific--jump rope--and did not deal beyond that with content. One guide emphasized physical fitness as content.

Eight guides listed specific activities: one as games in P.E.. This guide also had recommended the unit method of teaching and gave a Tyler method for developing a unit. One guide did not mention this element.

Three guides mentioned evaluation. One of these named it as an integral part of the program and identified the need for skill and written tests (named some standardized ones). One of these discussed formal and informal evaluation and requirements for effective evaluation. The other one gave general guidelines for evaluating the performance of children. Six guides did not mention it.

Four guides had recommendations on time: One recommended 30 minutes in K-6 and 55 minutes in 7-12; another recommended that units last 3-6 weeks with a daily period. It also noted the need for minimal time for indispensable functions--dressing and showering, leaving 30-35 minutes for active instruction. Another guide suggested blocks of time by the week and another gave percentages of time to be spent in general areas. Five guides did not mention it.

Seven guides did not include anything about space. One guide mentioned the need for five teaching stations--two in the gym and three outdoors on

grass. It also had a chapter on indoor facilities and outdoor areas; cited the need for adequate storage facilities; and included a form for planning teaching stations. The other guide had guidelines for adequate facilities and cited the need for adequately equipped teaching stations.

Two guides identified the need to individualize but gave no help on how. Seven guides did not mention it.

Six guides recognized in some way local decision-making and three were difficult to judge. Four guides were suggestive and two were prescriptive in stating that students were to meet minimal competencies appropriate to their situation. Three guides were difficult to judge. One guide even suggested that students should have a part in establishing objectives!

As special features, one guide outlined steps in curriculum planning and gave criteria for selecting activities and materials. It also had guidelines for organizing and administering a P.E. program. One guide had a glossary of terms. One had a guide for planning a complete program. One had a pupil characteristics section, named the contributions of P.E., recommended separate programs for boys and girls, recommended team teaching and named the purposes of resource units.

Science and Health

30 Guides 1961-1978

2 - No Level Indicated
1 - Senior High (inferred)
1 - Junior High
6 - High School (Jr. & Sr.)
11 - Elementary
2 - Elementary & Jr. High (1-9)
7 - K-12

All guides were written to assist the district or teacher to improve the program in a variety of ways: provide guidelines, objectives, principles, generalizations and terms of the program; state the philosophy of the program; update trends; cite recommendations of experts; provide facts, information, and suggestions for teaching and resources; and explain how reading must be taught in science.

Fifteen guides did not say who wrote them. One guide had health education experts as producers. Six guides were written by state department personnel; one with cooperation of another state agency. Three guides had district and college personnel involved. Two guides involved largely professional people outside of education and one only noted that educators and health personnel throughout the state were involved. One guide was produced by two state agencies, school advisory council, instructors and nurses. One guide was produced by teachers with members of the medical profession as consultants.

Four guides had nothing on goals/objectives. One guide had nothing on them, but cited the need to have them. Twenty-two guides had quite specific behavioral objectives stated; five of these also had broad goals included. Two guides had only broad goals; one only at the primary level, but not at other levels.

Eleven guides did not mention materials (one did in passing, but no real attention was paid to this element). Seventeen guides mentioned specific materials; some even included information regarding where they could be obtained. One guide referred to the specific tests in adoption only to say they were the basis for including the terms explained in the guide. One guide emphasized the selection of materials in relation to the learning task.

Twenty-eight of the guides defined content; one of these had reading skills as the content; one had broad processes (classifying, processing information, etc.), two had broad "understandings", thirteen had broad topics or concepts, four had very specific content (three of these emphasized it in the objectives) and seven had broad content areas defined as content. One guide had guidelines for selecting content and one guide had nothing on content.

Nineteen guides discussed activities/methodology in some detail . One of these had a discussion of three models of instruction and one had an extensive discussion of strategies and techniques appropriate to different goals. Two suggested broad categories of activities and one mentioned activities somewhat peripherally. Eight guides had nothing on activities/methodology.

Thirteen guides had nothing on evaluation. Ten had broad guidelines (saying it should be done) principles, methods, procedures and types of instruments or only mentioned it briefly. One guide discussed several facets of evaluation: need to facilitate self-evaluation, evaluate all objectives, process and product evaluation and evaluation data as feedback. One guide suggested the use of pretests and five identified specific tests or procedures to be used.

Only four guides mentioned time. Two had specific time allocations, one recommended 3-5 sessions on a topic and one recommended various emphases at different levels of schooling.

Only one guide mentioned space. It suggested adequate storage, outlets, etc.

Only two guides even briefly referred to individualization; one mentioned the need to individualize and one suggested activities for individuals to engage in, but it was not indicated that they be selected on the basis of individual characteristics.

Seventeen guides clearly suggested or implied local decision-making; two appeared to ignore this option and eleven did not really address this element. Twenty-five guides were suggestive. Four were prescriptive (two of these implied and two were minimal competencies). One guide had nothing on this element.

As special features, one guide had sources of additional help for improving programs; one discussed resources for health and the integration of multidisciplinary goals in health instruction; one had a case history in venereal disease and the state code relating to it; one had a list of endangered mammals and described an Ekestical probe; one had minimal competencies for teachers and a chapter on deriving goals and terminal objectives for a science curriculum; one had a definition of terms; one had guiding principles for establishing environmental education programs, constraints on and strategies for developing them (accountability model). One guide included a laboratory component for all courses except the general science course; one had arguments for and against sex education and essentials for a program; one had basic considerations underlying a

program and suggested plan to understand a child; one had a glossary for teachers; one had a section on statistics on and the history of venereal disease; one had a history, definitions and classifications of drugs, jargon relating to drugs, and laws about drugs. Two had accident forms, school laws and such information relating to setting up health programs.

Social Studies

21 Guides 1963-1978

3 - No Level Given
6 - K-12
2 - Senior High School
2 - Junior High
4 - Secondary School (7-12 stated or inferred)
1 - K-6
2 - Primary
1 - Upper Elementary

All of the guides were written to help teachers or local districts by: showing how to use literature to teach economics, providing ideas, providing guidance in the care of the flag and how to conform to state law on celebration of patriotic days, identifying student outcomes, providing a plan to help social studies teachers develop the competencies they need to teach students to read, helping educators understand and become involved in the state's role in global affairs and interdependence, providing maximum freedom for development of local programs which conform with state laws (gives policy of state board and a base for evaluating materials and framework), describing units or courses of study and helping to prepare teachers and students for political participation.

Seven guides were written only by state department personnel: 4 had more than one author; two of these were critiqued by a professional group or had an advisory council. One guide was written by state department personnel with consultants from two colleges and one county office. Five guides were written by state department of education personnel and state personnel from other agencies. Two guides were written by a university group with the help of teachers throughout the state. Six guides involved teachers, district and university personnel as well as state department people.

Eight guides had nothing on goals or objectives. Four guides had broad goals stated, most within the content areas. One stated that learning objectives should be developed and Mager's criteria was given. Five guides had broad goals and more specific objectives. Three guides had very specific performance objectives emphasizing skills and content which were relatively content free.

Nine guides did not mention materials. Ten guides mentioned specific materials. One guide mentioned broad categories of materials and one recommended using a broad range.

Two guides had nothing on content. Fifteen had broad topics or concepts for content. One did not spell out content except in the objectives pretests. One guide had guidelines for selecting content and the functions (3) that content is to serve. One guide had a history of legal holidays and one had strands for effective citizenship, later to be broken down into topics (criteria for selection of topics given).

Twelve guides had very specific activities. Three guides had very broad types of activities suggested. Three mentioned some in examples, but did not deal explicitly with activities. One guide did not mention this element. One had guidelines which were labeled instructional strategies, but they dealt with objectives, materials, evaluation and individualization. One guide is not accounted for in this element.

Nine guides did not mention evaluation. One guide is not accounted for on this element. Two guides had broad references to it (one said it was tied to objectives and should serve as feedback to students and teachers and one saw it as a part of a suggested implementation plan). Seven suggested specific techniques, items or tests. Two guides had guidelines about program evaluation--do instruments exist for diagnosis

and prescription, is the program comprehensive and individualized, for example.

Only three guides mentioned time. They had a suggested calendar of events for the unit and two even had suggested minutes for each activity.

Only two guides briefly mentioned space. They stated the use of the community was basic to the program.

Only three guides mentioned individualization. One suggested classroom organizational patterns to help individualize, one recognized as a goal goal helping each individual develop and clarify a personal set of values and one stated as a guideline that individualization should occur in expectations, methods and evaluation.

Sixteen guides suggested local decision-making. One guide explicitly recognized teacher decision-making. Four did not mention it. One guide stated that school districts can select/adapt/delete from the terminal objectives for blocks of grades.

Sixteen guides were suggestive (one, however, expected districts and teachers to operate within legal requirements). Two guides were quite prescriptive in requiring terminal objectives or being based on state law. Others did not mention this element and were difficult to judge.

As special features, one guide had definitions, uses of history and much historical information with an extensive bibliography. One had teaching aids for the classroom and a bibliography; one had a special section on integration of goals within one area of study, philosophy of social science education, selected references by each goal, definition of disciplines in social studies and it outlined areas of the framework presented which were in need of expansion. One had an annotated bibliography of materials. One had a

procedure for using the strands, goals and objectives for developing local programs. One had a recommended course for consumer education and background information on related content. One had a bibliography of resources for teachers and students. One had questions following each guideline for local committees to consider in relation to their programs. One provided a space for districts to record decisions and information. One had definitions of basic economic terms and background information for lectures.

Vocational/Career Education Guides

15 Guides 1971-1977 (2 out of print)

13 - Secondary Schools
2 - K-12 (Career Education)

All guides were written to help school districts or teachers by: presenting projects which evolved from workshops as ways to infuse career education into secondary classes, describing state goals and the program, providing a basis for further program and course development, providing specific information on areas of vocational education, providing a collection of germane topics and outlines, and integrating all disciplines and subjects necessary for a stenographer's world of work.

No information was available on who produced seven of the guides. Four guides involved teachers and local district personnel. One was produced by a professional association of vocational educators, one by a state advisory committee, one by a state department bureau and one by educators at research sites, workshop participants and state department personnel.

Six guides contained broad goals, but the more specific the topic, the more specific the goal. One guide had nothing on goals or objectives. One guide had program objectives that were indirectly student-focused as well as behavioral objectives. Six had specific behavioral objectives and and one had broad goals and more specific behavioral objectives for three levels of schooling. One guide also had staff behavioral objectives for developing projects.

Six guides mentioned specific materials and equipment. Six did not mention materials. Two had lists of resources and media and one had copies of worksheets for students.

Twelve guides defined content as broad topics or subject areas to be studied--electricity, for example. One guide listed broad generalizations. One guide identified only a broad focus for each level of schooling (self-awareness and occupational clusters). One guide did not deal with content specifically, but did suggest how to get career education into subject areas. It identified career components (self, work, leisure and resources). (This guide was tallied in the broad topics category).

Twelve guides discussed activities/methodology in some detail. One of these had an extensive discussion of teaching strategies for career education. Three had nothing on this element.

Eight guides did not mention evaluation. One mentioned the need for evaluation. Six guides mentioned activities for evaluation, some at a general level and some very specifically.

Four guides mentioned time. Three had specific time allocations and one recommended 2-3 years for the length of a program. Eleven did not mention time.

Five guides mentioned space by describing the needed facilities. One of these also mentioned community resource units. Ten guides did not mention space.

Only two guides suggested individualization. One only by an emphasis upon the student. The other had a section on individualized education, but in it talked about activities and relevancy to the real world.

Thirteen guides suggested local decision-making and were suggestive. Two were specifically for the teacher, but contained no mandate that they be used.

As special features, one guide had a section on how to get state funds and a state staff information directory. One had guidelines for setting up

work experiences, a section on laws, definitions, directories of state agencies and an annotated bibliography. Another guide also had an extensive annotated bibliography.

Interdisciplinary Guides

2 Guides

1. Combining all the arts (including vocational).
2. Combining art, history, music and social studies. (Only one had a date--1974. One was for grades 10-12 and one for grades 6-8).

The purpose of one guide was to describe the goals and content of the unified arts program and one was to humanize the educational process and make the interdisciplinary approach meaningful. The latter emphasized involving teachers and students where learning can occur outside the classroom as independent study and creative work.

The authorship of one guide was not indicated and the other guide was written as a result of a workshop which included teachers and professors.

Both guides had broad goals which were not content-based (appreciation for self and environment, develop physically, socially and intellectually, make value judgments, and respect for cultural differences One guide had objectives listed in different approaches to interdisciplinary studies, but objectives were sometimes for teachers and sometimes for students.

Materials and resources were listed in each guide. One named broad categories with an extensive list of A-V aids and bibliography. The other listed resources by each course in a variety of ways.

Both guides dealt with content. One used five broad approaches: interrelations; regions of experience; images, stereotypes and archetypes; historic and thematic approaches. Each of these was broken down into smaller topics. The other guide listed topics for each of six subjects and in courses by grade level (elements of design: color, line, texture, shape and form; space and principles of art: balance and pattern, for example). Content was kept quite separate by course with no apparent interdisciplinary crossing of the content.

One guide suggested broad types of activities (field trips and reports) and one listed activities extensively by courses.

One guide had nothing on evaluation. The other guide had evaluation mentioned in some, but not all, courses (criteria for evaluation in one section and ways to evaluate objectives and subobjectives in another).

One guide did not mention time. One gave the number of weeks to be spent in the broad areas included (6th grade should have 12 weeks in art, music and P.E., for example).

Neither guide had anything on space, individualization or decision-making. One guide seemed to be more suggestive and one more prescriptive.

One guide had a glossary of terms as a special feature.

General
(Not Subject-Area-Based)

7 Guides 1968-1977

3 - K-12 (one inferred)
1 - Elementary (one section K-8 and one section K-3)
1 - Elementary
1 - Grades 7-9
1 - Grades 10-12

All of the guides were written to help school districts comply with state laws by explaining the law, establishing minimum standards or objectives or generally improving curriculum and instruction.

The two guides for high school were written by state department personnel. One guide was written by teachers, administrators from the local districts and state department personnel. One was written by state department personnel and supervisors and directors. One guide was written by teachers, administrators, state department personnel, students and citizens at large. One was written by representatives of public and

private schools, PTA, administrators, state department personnel and a college professor. No information was available on who wrote one guide.

All of these guides dealt with a limited number of curricular elements. All of them had broad statements of goals, but the form in which which these were stated varied considerably. Most guides had a few statements on curriculum, among others, which often did not focus directly on content, and sometimes not even on student outcomes.

One guide dealt with broad topics with subject areas as content.

One guide briefly mentioned the need to evaluate, monitor and report, formative and summative.

One guide had suggested weekly time allocations for broad areas of the curriculum, opening exercises and recess. Another recommended extending learning opportunities beyond the school day and year. It also recommended that they extend beyond the school building (space).

One guide recommended respect for the uniqueness of each learner (individualization).

Only two guides seemed to recognize local decision-making and were to that extent suggestive.

One guide encouraged wide participation in the formulation of goals by all who have a stake in the program. It also recognized that goals are only one way to organize a curriculum and they should be used only if they seem appropriate.

Another guide had a workbook format for local districts to use. One guide outlined a procedural plan for developing a goal-based curriculum.

SUMMARY OF ALL DISTRICT GUIDES ACROSS SUBJECT AREAS

(147 Guides Analyzed)

All of the guides but one were written with the purpose to provide help to the teacher to improve the educational program at the classroom level, Five of the guides had an explicitly-stated purpose of helping to evaluate certificated personnel. A variety of ways to assist the teachers were presented in the guides: objectives, resources, content, activities, legal requirements, evaluation, instruction, course descriptions, background information, recommended guidelines, broad overview of curricula and recommended sequences.

Twenty-six of the district guides had nothing in them regarding who wrote it or assisted in the development. Teachers were explicitly mentioned as being involved in the development of 67 guides. Primarily district personnel were responsible for developing 36 of the guides. Only 7 clearly indicated that they were written by a single author; one was written by a commercial publishing firm (Hoffman Reading). Two guides were essentially written at the state level, but "adopted" as a district guide. Two guides each included students and parents or the lay community. One guide was written by the lay citizens review council. One guide involved a professor. Four guides noted who wrote them, but the positions were unspecified.

Twenty of the guides contained nothing regarding goals and objectives. Twenty-four of the guides emphasized primarily broad goal statements. Out of these, one simply referred the reader to another source for goals; one had a mixture of student and teacher goals and one had goals which the district should strive for and were not student-focused. Fifty-three of the guides emphasized primarily behavioral objectives, but there was great

variety in the treatment given them. Two of these had great quantities of behavioral objectives; one had behavioral objectives stated, but they were not labeled as such. Three had a focus upon expecting teachers to develop their own. Fifteen of the guides had varying degrees of confusion over what was labeled as behavioral objectives. Skills, topics, behaviors, materials, activities and grouping often were included alone and yet were labeled as objectives. Three of them had internal inconsistencies as to what was labeled as behavioral objectives and how they were handled. Fifty-six of the guides had both broad goals and behavioral objectives within them. Two had objectives and goals for students mixed with objectives and goals for teachers. Two others also had topics labeled as goals, one guide was strictly teacher goal oriented, not student. Four guides had an almost exclusive concern with goals and one guide primarily dealt with goals in the affective domain.

Forty-one of the guides had nothing on materials. Ninety-five guides mentioned very specific materials, even referring to pages in a text. Four guides had very limited references to materials such as referring readers to other sources for materials. Four guides had references to generic categories of materials only and two had a rationale or guidelines for using materials.

Twenty-four guides had nothing on content. For 4, it was difficult to separate content from objectives or skills. Sixty-one guides had broad areas of the field within the subject area as content. Examples of this approach were reading, spelling and writing, and topics within these broad areas such as sentences, paragraphs and compositions. Seven used skills as content such as reading and physical education skills. Thirty-five used broad topics as content, such as housing, life goals and interpersonal relations. Four used concepts and generalizations. One guide had a section

on concept development; one guide used the behaviors of the affective taxonomy as content; one had a wide variety of content (mass media, skills, terminology and systems of grammar); and one had guidelines for selecting content.

Fifty-one guides had nothing on activities/methodology. Fifty-six listed specific activities in some detail for the teacher. For example, four of these had activities keyed directly to objectives and four had activities keyed directly to content. One of them had suggested activities keyed to a text, page by page. One had activities as a part of the pretest, diagnosis, post-test model used. Thirty-one guides had broad suggestions for activities/methodology such as questioning, field trips, reports, manipulative and demonstrations. One of these had this as the major focus for the guide which was on metrics. Seven of them also had activities directly related to the content named. One guide referred the reader to the text for activities; one recommended a systems approach to reading; one suggested teacher questions; one had teacher-directed guidelines for "inquiry"; one had an appendix on how to teach listening lessons and one had activities listed as objectives such as, "Discuss in small groups the effects of criminality."

Eighty-three guides had nothing on evaluation. Twenty-three guides had quite specific procedures included such as tests, test items or test directions. These tended to emphasize testing as the form of evaluation. For example, one guide had some pre and post-test items for each objective; one had evaluation activities keyed to content and one had tests included and only recommended that teachers observe for evaluation of affective behavior. Eight guides contained specific activities or methods which were not basically testing. Nine guides recommended only a procedure with

relatively little help beyond this. For example, one recommended a general procedure based on language arts skills; one suggested giving tests at varying points, one suggested evaluation of student projects by the teacher, student or both, two gave guidelines for developing tests and one suggested using portions of the text to summarize student learning. Sixteen guides recommended an array of procedures or gave broad guidelines to direct program evaluation. Four of these mentioned self-evaluation. One guide identified three possible, but different approaches to evaluation and recommended the use of a committee to select the approach to be used. One guide combined the specific and the broad approach to evaluation. Two guides simply admonished or reminded the reader that evaluation must be done and one only recommended the use of standardized tests. Three guides mentioned grading; one gave guidelines and one simply said it was entirely up to the teacher.

It was interesting to note that there was no consistent pattern of treating evaluation even within guides from the same district or within the same guide. These inconsistencies were very apparent in some of the guides from Fairfield. Evaluation was generally expected, but the help given the teacher varied.

Ninety-two guides did not mention time. Fifty-two guides had specific time allocations given on some level; minutes per day, week or month, semester, trimester or years for the course and some had calendars with recommended topics by the week or month. Two guides had only broad recommendations or guidelines regarding time and one stated that time allocations were up to the teacher.

One hundred thirty-six guides had nothing on space. Six mentioned the possible use of specific space such as using museums. Four had broad

recommendations about using space such as room or laboratory descriptions and to spread children out for movement activities. One had broad guidelines for the use of space.

One hundred seven guides did not have a specific reference to individualization. Thirty-three guides had only broad references or mentioned the need to individualize. For example, six guides from the same district prefaced each goal with the phrase, "In accordance with individual ability....". Two of these said the program should be individualized, two had a guideline mentioning it; one emphasized individually in goals by the use of the student and one referred to the use of a commercial program which is individualized. Only four guides had specific ways included to help the teacher individualize; for example, how to use the guide with a total group or as independent study; having forms, records and tests for individuals and a special section on musically-talented students. Two had broad guidelines to help the teacher individualize.

Eighty-seven guides were unclear about where the locus of decision-making was to be located. Fifty-six suggested or explicitly stated that it should be local, at the individual school or classroom level. Five suggested a centralized decision-making locus at the district level.

Seventy-three guides seemed to suggest their contents while twenty-two seemed to be more prescriptive in nature. It was unclear about fifty-two guides.

A variety of special features appeared in the guides. One noted special requirements for inservice work; one discussed a special Title I program; nine had special tips to the teacher on how to teach the content area (one had 99 ways to say, "Very Good)); five had extensive

bibliographies or glossaries; two had tests or characteristics of good teachers; one had characteristics of junior high students; eleven had tips on the organization or management of the classroom or lesson plan; two had student materials to be reproduced; three had background information or content in the subject area for the teacher; two discussed current trends in the subject area; three had a general discussion of the subject area; three discussed correlation with other subject areas; eleven had discussions on keying the guide directly to the text; one had a discussion on the roles of various people associated with the program and one mentioned the involvement of minority students.

SUMMARY OF DISTRICT GUIDES BY SUBJECT AREA

The Arts

13 Guides 1964-1976

6 - Elementary
6 - Secondary
1 - Elementary & Junior High

The guides were developed to help teachers in developing programs and courses. Describing or stating goals was done in all. Some guides (6) explicitly said they would help the teacher by summarizing the curriculum, describing goals and materials and assuring some uniformity.

One guide did not state who produced it. Four were prepared by a division at the district level. Eight involved teachers, five of these also included specialists.

Four guides had only broad goals usually emphasizing the creativeness and self-development aspects with some mentioning art elements. Six guides had both broad goals and more specific objectives; two emphasized elements of music. One guide had objectives, so-called, but they were actually a hodge-podge of objectives, content, grouping and materials with no distinction or separation. Two guides had nothing on goals or objectives. Three guides from the same district (Manchester) sometimes stated objectives behaviorally and sometimes not. Within one of these guides, there was a different treatment for goals within the different art areas.

Twelve guides named specific materials with one guide being keyed to "recordings". One guide recommended standards and procedures for selection and one did not mention it.

Two guides used elements of art and music as content. Seven guides had broad areas (singing, listening, puppets, clay). One was organized around broad skills and topics.

Five guides had nothing on activities. Six had activities in some detail and two had broad categories or types suggested. One guide had an appendix on the teaching of listening lessons.

Four guides had nothing on evaluation. Only one guide mentioned the importance of self-evaluation. Four guides had specific evaluation activities (not skill tests). Three guides mentioned broad recommendations about evaluation and ways to do it. One combined the broad and specific approach. One contained only suggestions for evaluating the rehearsal of a band on a general level. One guide had a questionnaire to be used as preassessment of students' background in music. Two guides suggested the use of the content in evaluating programs and certificated personnel

Nine guides did not deal with individualization. One had a special section on the musically talented student and three had broad recommendations regarding the need for and ways to evaluate.

Six guides implicitly or explicitly recognized local decision-making, while seven did not deal with this element. Three guides were quite prescriptive and eight were suggestive. Others (2) were hard to judge on this element.

Special features of various individual guides included correct positions for playing different instruments and their care and maintenance; how to establish music programs; how to promote music programs; roles and responsibilities of department heads, teachers and accompanist; and personal characteristics of a good music teacher and characteristics of junior high students.

English/Reading/Language Arts

23 Guides 1968-1978

2 - K-12
4 - Secondary
4 - Junior High
4 - Junior & Senior High
5 - Elementary
4 - (No level and difficult to infer)

All guides were designed to help or communicate with teachers. Help was given in several ways; identify resources; improve instruction; state objectives; describe tests; summarize curriculum; identify levels children have attained in their thinking; describe courses; provide resource materials; diagnose, individualize, monitor and improve reading comprehension, and critical reading skills, and guide in developing courses. One guide was developed to carry out recommendations of two groups (unclear as to what these were). In addition, one of the above guides was to give the minimal expectations and one could be used in evaluating the program and performance of certificated employees.

Seven guides were written by teachers or at least involved them. Four guides were written by district personnel; two had multiple authors and two had single authors. One was written by a state language arts consultant and two were written by a group of district supervisors/specialists. Two were written by departments in the public schools and one by a commercial publishing company (Hoffman Reading). Six guides did not indicate who wrote them.

Three guides had nothing on goals or objectives. One guide had goals for a committee of teachers, not students. Ten guides had broad goals, often in the traditional four areas of reading, writing, speaking and listening. Other areas sometimes included were independent reading and interest. One of these had performance objectives in literature and one

had two broad goals related to understanding Latin America through language arts activities. Five guides had behavioral objectives; two of them had great quantities of objectives. One guide had objectives, but they were not labeled as such. They were called skills or activities. One guide did not differentiate between skills and objectives. One guide had broad terminal objectives which were broken down into more specific instructional ones. One guide exemplified how objectives can be developed (develop the ability to communicate orally and develop attitudes, interests and values through the use of oral language).

Eleven guides did not mention materials. Ten guides referred to specific materials; one of these referred to specific pages in a book; five of these referred to specific commercial materials and one to district materials. One of these mentioned materials only in evaluation suggestions and one had a bibliography of student library books. Two guides mentioned the need for generic materials; one in specific activities and the other cited a need for a wide background on resource materials.

Eight guides did not mention content and one mentioned it only as a part of objectives and skills. One guide used the behaviors of the affective taxonomy as content. Eight guides had content as a breakdown into broad content areas of the broad field--reading, spelling, etc., or as a breakdown of one of these fields; sentences, paragraphs, compositions, etc. One of these continued this into a finer breakdown of skills. Five guides had skills as content--typical reading skills. One guide had as content a skill attainment chart, mass media, terminology of grammar at the elementary level and systems of grammar at the high school level.

Twelve guides did not mention activities/methodology. One guide recommended a systems approach to reading; one had teacher questions which

gave direction in methodology. Nine guides had specific suggestions for activities/methodology in some detail.

Twelve guides had nothing on evaluation. One guide recommended the use of standardized tests for reading. One guide had test items for pre and post-testing for each objective. Two guides recommended specific evaluative procedures--standardized tests, teacher-made tests and close procedure. Four guides included specific tests or specific instructions for specific tests. One guide recommended evaluation based on skills in language arts. One identified specific evaluation procedures in lesson plans and one recommended that teachers evaluate and suggest broad approaches. One guide outlined three possible and different positions on evaluation and recommended the appointment of a committee to select achievement tests.

Nineteen guides had nothing on time. One guide had guidelines which varied according to the class (an outline of 8 courses in writing); one guide had specific allocations for handwriting in minutes per week. One guide gave specific allocations in minutes or periods sometimes and ignored it sometimes. One guide recommended that trimesters and mini-courses be considered for implementation.

No guide had anything on space.

Eighteen guides did not mention individualization. Four guides had broad recommendations to individualize the program and cited the importance of doing so. One guide explained how to use the guide with a total group or as independent study.

Sixteen guides were unclear about (one seemed to assume teacher decision-making) or did not mention decision-making. Seven implicitly or explicitly recognized local decision-making.

Eleven guides were suggestive (two of these required terminal objectives, but not necessarily the one in the guides). Three were prescriptive in that minimal performance objectives were required. Nine could not be judged on this element.

One guide, as a special feature, recommended that data be collected about language arts teaching in the district and clearly recognized the need for inservice work. One guide had objectives and techniques outlined by levels for special Title I reading programs. One guide gave a rationale for teaching manuscript rather than cursive; one had "tips for teachers" on oral language, writing and classroom management and brief descriptions of courses. One had an unusually comprehensive annotated bibliography. One guide had an inventory for teachers to see how well they knew commonly used words in the study of English.

Mathematics

10 Guides 1972-1977

2 - (Had level unspecified)
2 - Elementary
2 - Junior & Senior High
2 - Junior High
2 - Senior High

One guide was written for use in planning and evaluating the program and certificated employees. Three guides were written to help teachers identify content, activities or objectives for courses. Six were written to help teachers by: (1) describing a sequence of content, (2) developing better lessons, (3) providing guidelines for a city-wide program, (4) describing a unique course.

One guide had nothing on who produced it. Four guides involved teachers and district personnel. Two were developed by district departments and one by department heads and supervisors.

Two guides had nothing on goals or objectives. One guide encouraged teachers to develop their own and referred them to objectives in a text (unspecified). Two guides had behaviorally-stated minimal performance objectives. Three guides had statements of quite specific behavioral objectives, although one guide had topics alone and behaviors alone labeled as objectives.

Five guides had nothing on materials. Five had specific materials included; two of these had primarily textbooks listed. Two were very comprehensive (even listed rubber bands) on this element.

Three guides had nothing on content.

Two guides handled content as a part of other elements, but had no separate emphasis on content as such. Math content, however, was clearly apparent in objectives or activities. For example, five guides had broad math topics--concepts for content, e.g. length, area, mass, fractions,

decimals and measurement. Only two guides had similar content.

Four guides had nothing on activities/methodology. This element was the major focus of one guide (metrics), but activities were described in a rather general level. One guide described the pretest, diagnosis, teaching and post-test in detail and activities were a part of this. Three guides described activities/methodology in detail since the guides were basically a sequence of lessons.

Eight guides had nothing on evaluation. One guide had a test for the teacher to give and one guide had a pre and post-test for each objective; usually one problem to be worked. It suggested teacher observation for evaluating the affective domain.

Only two guides had something on time. One recommended that 10% of program time (120 min./week) be devoted to math at the primary level. Another guide recommended a two-semester program and gave the recommended days for each chapter in pre-algebra.

No guide had anything on space.

Seven guides had nothing on individualization. One had a statement as to the desirability of individualization. One made recommendations to commercial programs which are heavily individualized and individualization seemed basic to the guide. One guide provided an individual record, prescription form and tests for individuals.

Four guides seemed to be clearly suggestive and recognized local decision-making. One of these, however, assumed that terminal objectives would be formulated, but the form would vary. It was difficult to judge the other guides.

One guide had a history and took a brief look at metrics and another had a general discussion of math as special features.

Physical Education

4 Guides 1968-1977

1 - K-12
1 - K-6
1 - K-2

Two guides were developed to help teachers improve P.E. or develop a movement program. One gave a broad overview of curriculum with P.E. a part and one was an outline of the program.

Two guides were developed by teachers; one by teachers, specialists, supervisors and consultants and one by a department at the district level.

Two guides did not mention goals or objectives. One had broad goals mostly emphasizing physical development, strength, along with two on self-concept and self-improvement and one on social cooperation. One had goals by level; elementary emphasized physical, social, emotional--mental and recreational (not all were student-focused or behaviorally-stated); high school emphasized goals in life-time activities, individual and team sports, sportsmanship, physical fitness, rules and strategies and health. Middle school emphasized attitudes toward bodies and understanding of sports.

All guides referred to specific materials. One had a bibliography for the elementary level.

Content was not a part of one guide. One guide had content as groups of specific skills (balancing, sliding, axial movement, etc.) and two had broad areas of P.E.--baseball, volleyball, fitness and movement.

Three guides included specific activities and one of these had general characteristics of the desired activities and a few references to methodology. One guide cited the desirability of a variety of activities, simple to complex, those which would develop muscular and movement skills, and taking turns.

Three guides had suggestions for evaluation. One had a variety of methods--written tests, observations and skill tests; one emphasized evaluating responses and how to correct skills and one included standardized tests and teacher observations. One guide had nothing.

One guide had nothing on time. Other guides had recommendations--one that a definite time should be set aside and two had specific time allocations at the elementary level. One continued through the middle school and suggested physical education for three days a week during one semester and two during the next semester. The high school section had references only to sports at certain seasons.

Only one guide had any reference to space--spreading children out for movement activities.

One guide had nothing on individualization. Two recommended that it be done and one guide emphasized it throughout in the development of skills.

Two guides recognized local decision-making; two were difficult to judge. Two seemed to be suggestive and two were difficult to judge.

Science

26 Guides 1968-1977

2 - K-12
17 - Elementary
2 - Junior High
2 - Secondary (One was inferred)
3 - Senior High

Two guides were produced to help district personnel carry out an effective conservation program and to evaluate certificated personnel. All but one of the guides were intended to be of help to the classroom teacher. Help was in the form of describing a course of study, how to incorporate a drug program into the health program and how to include mental health as well as physical, how to implement commercial materials, a summary of the curriculum, selection of concepts and experiences, how to stimulate discussion and student inquiry, provide scope and sequence, evaluate programs, assure vertical coordination, use the text and how to maintain a classroom environment conducive to learning.

One guide had nothing on who produced it and one was written by a committee, but their positions were not specified. Sixteen guides were produced only by one or more district personnel with no apparent teacher involvement. Seven guides were written primarily by teachers. One guide was produced by central and regional personnel along with staff, parents, students and community agency personnel.

Five guides had nothing on goals or objectives. Six guides had behavioral objectives in some detail and two of these also had broad goal statements. Eleven had broad purposes of science instruction, emphasizing skills, methods, knowledge of science, scientists, their own bodies and relation to man and society. Two of these also had understandings students were to develop. These eleven guides did not have the purposes behaviorally

stated, but they did have a student focus. Nine guides had broad goals, behavioral in character and not all were specific to science (socialization, positive self-image were included, for example). Two guides had broad goals which were primarily content-based. One guide recommended the use of Mager's criteria, but stated none in this form.

Five guides had nothing on materials. Twenty referred to specific materials. Two of these referred primarily to texts and one only occasionally referred to specific materials. Some guides actually included materials to be used with students. One guide discussed the rationale and guidelines for the use of materials and equipment.

Two guides had nothing on content. One guide had guidelines for the selection of content. Eighteen guides listed concepts, skills, or topics as content (life in soil, safety and first aid, human relations, clothing, drugs, etc.). One guide took the topic of each chapter of a text and identified a conservation emphasis for each grade level. One guide dealt with content only as a part of objectives and course titles. One guide used broad areas of study (problems about and who catches V.D.) as content.

Seven guides had nothing on activities/methodology. One guide identified specific page numbers in a test which described pupil investigation, by unit, and by page number. Seven guides listed broad categories of activities/methodology such as manipulative, questioning and demonstrations. Eleven listed very specific activities/methodologies.

Sixteen guides had nothing on evaluation. Two guides suggested using portions of the text to summarize student learning. Four guides recommended or included tests to evaluate student growth; one of these had a pre and post-test for every objective and two of these gave guidelines for developing

tests. Four guides recommended the use of a broad array of evaluation techniques and clearly described evaluation as more than testing. One of these recommended evaluating beyond the level of recall. Two of these guides suggested self-evaluation for students and one suggested evaluation of several types of student processes: behavior, oral expression, writing skills, scientific literacy and creativity.

Thirteen guides had nothing on time. Eleven guides had recommended time allocations (60 min./week for grades one and two, 80 for third, 120 for fourth through sixth and 80 for health was grade one, another recommended from 100 to 250 min./week from primary to upper elementary grades). Some of these had weekly and monthly calendars showing recommended topics. One guide recommended a six-week minicourse on health and one had a weekly/monthly calendar of topics only.

Nineteen guides had nothing on space. One had information on the use of a science center. Three had suggested areas of field trips and one listed children's museums. One had guidelines for using space in a classroom and one recommended science centers.

Nineteen guides did not deal with individualization. One guide had a guideline that the questions asked ought to provide for individual differences and one guide recommended adaptation of the guide to the maturity levels and particular needs of pupils. Two guides had one statement about the desirability of helping each student achieve his or her optimal health. One guide had a general reference to the desirability of individualization and two had guidelines for individualizing.

Nine guides appeared to recognize local decision-making and eleven were more suggestive than prescriptive. Five were quite prescriptive in what they contained. Ten guides were difficult to judge on these dimensions.

One guide had a glossary of slang words about drugs (teacher reference only) and a list of narcotics and dangerous drugs as a special feature. One guide recommended specific materials in health (Scott, Foresmans & Lyons & Carahas) as resource units. One guide discussed trends in science education, values of experiments and experiences, why the commercial program was adopted and inservice training for it. One guide had a general discussion of science as a content area. One provided background information on V.D. One had a glossary of terms and basic program considerations. Three had a section on correlating science with other subject areas. Nine guides were keyed directly to a text series and were designed to help the teacher build upon the text so as to offer a more effective science program.

Social Studies

28 Guides 1968-1977

3 - K-12
11 - Elementary
7 - Junior High
1 - Junior & Senior High
6 - Senior High

Three guides were written to spell out minimal competencies (all of these were from one district). All other guides were written to provide assistance to the teacher in one or more ways:

1. Show how the program fits together, why adopted, the goals and how to get answers to questions.
2. Course outlines, emphasizing objectives.
3. Use of texts to foster learning.
4. How to teach concepts.
5. Outline of content for new courses.
6. Provide background information.
7. How to teach economics throughout the grades.
8. Official statement of the program.
9. Overview of the total program with social studies as a part.
10. Effective instruction.
11. Suggestions and materials for units of study.
12. Sequence of units in conjunction with the text.

One guide stated that it could be used in the evaluation of personnel.

Six guides did not mention who was involved in their production. Four were written by single individuals; two of these were clearly district office personnel. Nine guides involved teachers in the development. Two guides were written by two or more central office personnel.

Three guides had nothing about goals or objectives. Eighteen guides had broad behavioral goals focusing on the learner; two of these also had behavioral goals for teachers mixed in their statements. Two guides had a section labeled goals, but statements were more like topics than anything else. In one guide the community had been involved in the development of 18 goals. Seven guides had both broad goal statements and more specific instructional objectives. One of these also seemed to confuse objectives

and topics. Four guides had an exclusive concern with goals and objectives and had little or nothing on other curricular elements.

Fifteen of the guides referred to very specific materials to be used in the classroom. Two guides referred to broad categories of materials and three referred to lists of materials available from the district. Four had nothing on materials.

Three guides had nothing on content. Three guides were primarily an outline of content for new courses. Content in these was stated primarily as generalizations. Concepts, topics or "big ideas" was the form of content in fourteen guides. One guide used broad periods of history; one used generalizations and skills; one used broad areas of social studies and concepts and one used geographical areas. One guide had a special section on concept development.

Five guides had nothing on activities/methodology. One guide had "objectives" which were more like activities, but they were labeled objectives, e.g. "discuss in small groups effects of criminality". Three guides focused primarily on methodology at a broad level--use of tutors, library assignments. Six guides suggested specific activities/methodology. Nine suggested broad categories which were not related to specific objectives. One guide referred the reader to the text for activities.

Twenty-three guides had nothing on evaluation. One guide admonished teachers that they should evaluate and one suggested broad categories or procedures. Two had specific suggestions--one for mensuring skill development and one for pre and post-testing. One had a section on advanced placement exams.

Seventeen guides had nothing on time. Eleven guides contained time allocations or guidelines--minutes per week, number of weeks per topic and semester allocations to courses.

Nothing was discussed in twenty-seven guides about space. One had a section on the use of museums.

Twenty-six guides had nothing on individualization. One had a broad reference that teachers should individualize and one suggested broad organizational patterns to assist in individualization.

Nineteen guides had no references to decision-making and were difficult to judge on this dimension. One sought reactions from parents and teachers in order to improve it. Eight recognized in some form or another local decision-making. One of these minimized it, however, because it recommended, but did not prescribe, terminal objectives.

Thirteen guides appeared to be suggestive and eleven were unclear on this element. Four were suggestive in some areas and not in others; e.g. text or objectives prescribed.

As special features, individual guides had background information for teachers, the use of museums, detailed cross-referencing to the text, discussions of trends, basic principles and special day celebrations, special references on how to include minority groups in the content of the program, the role of the research paper and typical topics, description on how the text was selected with suggestions on how to select and use texts, developmental skills for the program with a section on program planning and lesson development.

Vocational/Career Education

18 Guides 1964-1977

2 - High School (No further level designated)
4 - Junior High
12 - Senior High

All the guides were written to assist the teacher in discussing revisions of courses to meet new legal requirements, in planning courses by giving objectives, materials, content, etc., and helping them develop their own plans for instruction, for example.

One guide had no information about the developers. One guide was written by one individual whose position was not indicated. Sixteen guides were written by committees, all of which involved teachers.

Four guides had broad goals directly related to content and four guides had both goals and specific performance objectives (really activities). Eight guides had behavioral-performance objectives which were content-based and two had broad goals not content-based plus specific subject-based goals and more specific lesson objectives.

Sixteen guides referred to specific materials either in activities or in a master list. Two of these had student materials as a part of the guide. Two did not mention materials.

Twelve guides had content as broad topics or concepts (housing, changing life goals, interpersonal relations, etc.). One had concepts and generalizations and one had concepts and skills. Four guides had broad areas of study and further broke those down into content-based generalizations under which the bulk of the guides was organized.

Two guides did not have anything on activities/methodology. Four guides had extensive activities keyed to each objective and four had specific activities keyed to content, but not objectives. Seven gave broad

suggestions for activities which were content-based, but not keyed to any other part of the curriculum. One emphasized methodology as guidelines for teachers—"inquiry" and teacher-directed.

Six guides had nothing on evaluation. Four guides emphasized testing by recommending pretests, post-tests or tests at some other point. There was not a consistent pattern even within the same district. Three guides suggested general guidelines for evaluation and several different general procedures. (One of these emphasized student self-evaluation). One guide listed informal activities and labeled those as evaluations, keyed to content. Two guides discussed grading, one gave guidelines and one stated it was entirely up to the teacher. Two guides emphasized evaluation of student projects by the teacher, student or both.

Five guides had nothing on time. Twelve guides had specific recommended allocations: six scheduled by the week for each unit; one recommended the flexible use of 85 min./days and five recommended one semester to 3 years for the program. One guide said the use of time was to be determined by the teacher.

Sixteen guides had nothing on space. Two had general recommendations on the use of space for teaching--either room or lab descriptions.

Nine guides acknowledged individualization; six by prefacing each set of objectives by the phrase, "In accordance with individual ability, the student will be able to...."; two said the program should be individualized and one suggested the use of programmed learning. Nine guides did not mention it.

Eleven guides implicitly or explicitly recognized local decision-making and seven said nothing about it. Sixteen guides were suggestive either by

tone or by explicitly stating it. One guide was prescriptive about content, but suggestive about methodology. One guide was not clear on this element.

As special features, one guide was devoted to organizational features to help inexperienced teachers (outline of content by course and a safety test for courses). One had copies of student worksheets for each module; one had an annotated bibliography complete with call numbers; one had detailed lesson plans, lists of transparencies and student handouts; one had sections on classroom management, coping with reading and vocabulary problems, metrics, and materials, and pretest on arithmetic skills; and one had background information on content and resources.

General Guides (Across Subject Area or Not Subject Specific)

23 Guides 1973-1977

7 - K-12 (Some inferred)
1 - Secondary (Jr. & Sr. High)
14 - Elementary
1 - Middle School (6-8)

The guides were written to help teachers in developing their programs or to communicate information to them. Planning daily lessons, providing objectives, describing a variety of materials and activities to help students attain objectives, describing a curriculum, presenting continuation of skills were ways in which help was given to teachers. Information communicated to the teacher include learing objectives and goals, basic tenets and guidelines of a program and how the system works toward developing instructional objectives.

Nine guides had no indication of authorship. One was produced by the state board and one involved students and the community. Ten of the guides included teachers directly in their development. One guide was produced by a district administrator and one by several district personnel (inferred). One guide was written by a citizen's group called the District Goals Review Committee.

Two guides contained only goal statements and no other curricular elements. One guide had a goal on social relations or living effectively in our society and one in personal development. One guide had as a goal providing each student with a practical education and the other one had a goal on basic thinking and learning skills. One of these guides broke the goals into components, but these still were very broad goals. Three guides had no reference to goals and one guide referred the user to another guide for goals. One guide had 19 broad goals and categorized these as to whether

the school had primary or secondary responsibility for developing them. These goals were then broken down into program goals and then into behavioral objectives. One guide had broad goals regarding what the district would do; they were not student-focused. One guide emphasized the affective domain. Fourteen guides had goals or behavioral objectives by disciplines.

Thirteen guides did not mention materials, but one referred to other sources of materials. Ten guides identified specific materials.

Seven guides did not deal with content. For sixteen broad guides, the most usual breakdown of content was by broad subject area--spelling, math, science, etc. Eight of these had a further breakdown into topics or generalizations within the subject area.

Sixteen guides did not refer to activities/methodology. Seven (all from the same district) contained suggestions for specific activities/methodology.

Twelve guides did not mention evaluation. One guide stated that state law required the objectives be evaluated annually and that the district had to establish a testing program based on the objectives. Ten guides had more specific help in evaluation such as ways to evaluate skills and a checklist for the affective domain. Within seven of these guides (from the same district) evaluation was treated quite differently. While evaluation was expected, the help given varied. Sometimes the objective was simply restated as a way to evaluate. Occasionally self-evaluation was mentioned. Generally, testing was emphasized but occasionally another procedure such as teacher-observation was mentioned.

Eight guides had time specifications, usually minutes per day or week. Two of these stated that no more than 10 minutes per day could be added without the approval of the principal. Two of them also had a calendar by month with suggested activities.

No guide mentioned space.

Seven guides mentioned individualization. Six had only broad references to it or focused on "a child" rather than "children". Only one guide gave extended help to teachers in individualizing.

Five guides were prescriptive since they spelled out the goals of the district with no suggestion of modification. Seven seemed to be more suggestive since teachers were encouraged to give feedback for revisions. Others were difficult to judge on this element.

Eight guides had a section on daily organization or lesson plans as a special feature. One had suggestions for planning experimental courses. One had the following: basic sight words, psychoeducational resource programs for special pupils and 99 ways to say "very good".

APPENDIX

ANALYSIS FRAMEWORK

ANALYSIS FRAMEWORK

Title of Publication:
Place of Publication:
Date of Publication:
Age/Grade Span:
Purpose of Publication:

Rationale for Publication:

Who was involved in producing it:

Treatment of curricular elements:

- Goals/Objectives:
- Materials:
- Content:
- Activities:
- Methodology:
- Evaluation:
- Time:
- Space:

Individualization:

Decision-Making:

Prescriptive/Suggestive:

Special Features:

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